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ABSTRACT

The purpose of this study was to determine the extent and nature of required intervention and assessment-related course work identified in Internet and catalog sources for American Psychological Association- and/or National Association of School Psychologists-approved doctoral programs in school psychology. These sources provided the necessary information to: (1) construct an overall portrait of required assessment and intervention course work in approved school psychology doctoral programs, and (2) identify leading programs with respect to required course work in these areas. The results indicated that the approved doctoral programs claim slightly more required course work in intervention than in assessment. Approximately 59% of the required intervention course work was reported to be in consultation, counseling/psychotherapy, and behavioral intervention techniques. Within the broad category of assessment, the majority of the required course work (77%) related to indirect rather than direct assessment methods. Overall, no differences emerged between types of approved programs (i.e., APA, NASP, APA/NASP) relative to required course work in assessment and/or intervention. (Contains 32 references.) (Author/AEF)

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Internet and Catalog Representation of Required Intervention and Assessment Training in APA- and/or NASP-Approved Doctoral Programs in School Psychology

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The University of Tennessee

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Abstract

The purpose of this study was to determine the extent and nature of required intervention and assessment-related course work identified in Internet and catalog sources for APA- and/or NASP-approved doctoral programs in school psychology. These sources provided the necessary information to (a) construct an overall portrait of required assessment and intervention course work in approved school psychology doctoral programs and (b) identify leading programs with respect to required course work in these areas. The results indicated that the approved doctoral programs claim slightly more required course work in intervention than in assessment. Approximately 59% of the required intervention course work was reported to be in consultation, counseling/psychotherapy, and behavioral intervention techniques. Within the broad category of assessment, the majority of the required course work (77%) related to indirect rather than direct assessment methods. Overall, no differences emerged between types of approved programs (i.e., APA, NASP, APA/NASP) relative to required course work in assessment and/or intervention.

Internet and Catalog Representation of Required Intervention and Assessment Training in APA- and/or NASP-Approved School Psychology Doctoral Programs

A majority of students considering graduate study use the Internet to acquire information about possible graduate programs (Trainor & Dean, 2001). The highest percentage of these Internet users, according to Trainor and Dean, get their program information directly from school web sites. Students who enter the top-ranking programs are the most likely to use the Internet as a primary source of information about prospective programs. In fact, the Internet users consider the national ranking of a school the most important reason for selecting a program. Students regard program curriculum as one of the more important areas of information to retrieve from school web sites. Overall, 92% of students rate the information retrieved from school web sites as ranging from somewhat helpful to very helpful in selecting a graduate program.

The findings of the Trainor and Dean (2001) study have implications for how prospective students can efficiently acquire information about doctoral programs in school psychology. Ideally, such students would begin their search for a program by developing an overview of the type of doctoral training available in school psychology. Having developed this broad perspective, prospective students then would identify the most reputable programs. National accreditation would serve as the most public index of a program's standing within the discipline. After identifying the highly regarded programs, students would need to seek specific information regarding training opportunities in those programs. For example, one important issue to investigate would be the curriculum in the prospective programs.

The most efficient way for students to get information regarding doctoral programs in school psychology is through program web sites and related published information, such as program brochures and college catalogs (Trainor & Dean, 2001). The APA *Guidelines and*

Principles for Accreditation of Programs in Professional Psychology, specifically Domain G: Public Disclosure, requires that each program be "described accurately and completely in documents that are available to current students, prospective students, and other publics . . . in a manner that allows applicants to make informed decisions about entering the program" (Committee on Accreditation, 2000, p. 11). Program curriculum is one of several areas that must be accurately represented in the public documents.

Because a variety of legislative acts and published documents in school psychology make assessment and intervention pivotal issues in the field, program web sites need to post information regarding assessment and intervention courses in the program curriculum. The importance of these areas in the curriculum is underscored by several reports regarding time expenditure of school psychologists (Smith & Mealy, 1988; Reschly, 1998; Reschly & Wilson, 1995). These reports indicate that assessment and intervention represent the two greatest time investments of school psychologists. Although doctoral-trained school psychologists do not always provide front-line services in the schools, Reschly and Wilson (1997) reported minimal differences in masters, specialist, and doctoral-level practices. Thus, because assessment and intervention are the primary services offered by school psychologists, with doctoral-trained school psychologist often rendering those services, an important issue in evaluating doctoral programs in school psychology would be to determine the nature and extent of their course work in the assessment and intervention areas.

Much of the emphasis on assessment and intervention within school psychology comes from federal statutes. In 1975, the Education of all Handicapped Children Act (P.L. 94-142) (amended in 1990 as the Individuals With Disabilities Education Act, or IDEA) mandated that all children have the right to a Free and Appropriate Public Education (FAPE). Moreover, Public

Law 94-142 (P.L. 94-142) required that FAPE be provided in the Least Restrictive Environment (LRE). This legislation required that children referred for special education receive comprehensive individual assessments to determine eligibility for such services.

The IDEA linkage between assessment and intervention requires the school psychologist to engage in "precisely the types of authentic, intervention-based assessment that the field has long advocated"(Telzrow, 1999, p. 20). The literature is replete with criticisms regarding the inefficiency of traditional psychometric assessment employed for classification and eligibility purposes (Cheramie & Sutter, 1993; Cole, 1996; Eckert et al., 1997; Haney & Evans, 1999; Kramer & Epps, 1991; Rosenfield & Reynolds, 1990; Ysseldyke et al., 1984). Ysseldyke et al. (1984) underscored in *School Psychology: A Blueprint for Training and Practice* that the goal of school psychology should be to "escape its entrapment in simple psychometrics and . . . be given opportunities to offer the schools the broader and more thoroughly helpful aspects of psychology" (p. 12).

The 1997 IDEA regulations require school psychologists to engage in more nontraditional forms of assessment that provide "detailed information necessary for planning effective intervention, such as curriculum-based measurement, systematic direct observation, criterion-referenced tests, and authentic assessment" (Bradley-Johnson et al., 1995, p. 192). Despite the need for nontraditional assessment, research indicates that "many school psychologists may not be prepared to take advantage of such opportunities due to lack of appropriate training and supervision" (Haney & Evans, 1999, p. 301). Wilson and Reschly (1996) reported that school psychologists most often use indirect assessment instruments, with a strong relationship between this practice and their graduate training. For the field of school psychology to deliver on the practices mandated in the IDEA '97 amendments, graduate training programs in school

psychology must prepare their students in such areas as behavioral intervention and direct methods of assessment. However, our review of the literature revealed no study evaluating the extent to which school psychology graduate programs provide such training.

Consequently, the primary purpose of the current study was to determine the extent and nature of required intervention- and assessment-related course work described in the public documents of approved doctoral programs in school psychology. Specifically, the study was designed to answer the following questions: First, what is the nature and extent of required assessment and intervention course work in approved doctoral-level school psychology training? Second, to what extent does approved doctoral training in school psychology require the kind of assessment and intervention training recommended in IDEA '97? Third, what doctoral programs in school psychology best exemplify assessment and intervention course requirements consistent with IDEA '97 directives?

Method

Sample

Prior to the collection of curricular data, we obtained a list of approved programs from the most current edition of the *Directory of School Psychology Graduate Programs* (Thomas, 1998). This list was cross-referenced with the list of NASP-approved graduate programs in school psychology included in the May 2000 issue of the *Communique* (Prus & Rood) and the list of APA-approved graduate programs provided in the December 1999 issue of *American Psychologist* (American Psychological Association). A total of 62 school psychology programs met the criteria for inclusion in the study. Nine programs were strictly APA-approved, 11 programs (counting two programs at Hofstra) were strictly NASP-approved, and 42 programs held both APA- and NASP-approval. Because Hofstra University has two NASP-approved

program tracks (one leading to a Ph.D. and the other to a Psy.D.) with somewhat different curriculum requirements, they were analyzed as separate programs. On the other hand, New York University (APA- and NASP-approved) could not be included because of insufficient information regarding required course work. Thus, we analyzed required assessment and intervention courses for a total of 61 programs.

Procedures

Internet web sites and catalog sources provided listings of required courses and descriptions of those courses. The following steps were taken to access each program's web site. First, the list of school psychology graduate programs compiled by and located on the University of California, Berkeley's school psychology web site was accessed (University of California, Berkeley, 1999). This list provided a direct link to most school psychology programs' home pages. Second, each program's home page was compared to the web address provided for that program in the *Directory of School Psychology Graduate Programs* (Thomas, 1998). Third, if the two addresses proved inconsistent, both were accessed to determine the most current site. Fourth, program web sites not accessible through University of California, Berkeley's list or the *Directory of School Psychology Graduate Programs* were located through a search of the respective universities' home pages. This composite process produced access to every program's web site.

Upon accessing each program's home page, we took the following steps to collect the curriculum information relevant to the current study: (a) located a list of the required courses for earning a doctorate in school psychology; (b) obtained a complete list of course descriptions from the graduate course catalog available through the university's home page; (c) if necessary, requested a hard copy of the catalog via an e-mail message to an appropriate official in the

graduate admissions office; and (d) if the previous steps did not produce the relevant curriculum information, transmitted an e-mail message to the school psychology program director requesting a listing of required courses and descriptions of those courses. Collection of course listings and descriptions occurred in July of 2000. For programs that admitted only students with a masters into their doctoral programs, the masters' courses also were included in the data analysis. Thus, the findings represent assessment and intervention requirements beyond the bachelor's degree.

Strategies for Answering Research Questions

The relative emphasis given to assessment and intervention in the required course work of school psychology doctoral programs was determined by first identifying required courses that included assessment and/or intervention in their titles or descriptions and then classifying the descriptions as primarily assessment, primarily intervention, or a combination of the two. A course was classified as "primarily" assessment- or intervention-related if the course description gave more emphasis to one domain than the other. If a course description reflected similar emphasis on assessment and intervention, the course was classified as assessment/intervention to signify combined training in the two areas. If a course title and description appeared somewhat different, the course description was used as the primary source for category determination. Required semester hours were calculated separately for each intervention and assessment category in each program and then contrasted with the combined total across those categories. Totals and percentages of required credit hours in intervention and assessment courses were then combined across programs to provide an overall picture of the emphasis on intervention and assessment in school psychology doctoral training.

Required assessment and intervention courses also were divided into subcategories. The assessment courses first were subdivided as direct assessment, indirect assessment, or

combinations of indirect and direct assessment. The indirect assessment courses (typically psychometric in nature) were further subdivided to reflect more specific assessment targets: intelligence; personality, behavior, and/or emotional; academic; neuropsychological; multiple areas; multicultural; and unspecified. The intervention subcategories included consultation, behavioral, cognitive-behavioral, psychotherapy/counseling, academic, family, multicultural, multiple, psychodynamic/psychoanalytic, and unspecified approaches. A separate major category was created for courses that combined assessment and intervention. *School Psychology: A Blueprint for Training and Practice II* (Ysseldyke et al., 1997) provided the framework for the development of the assessment and intervention categories.

Unless otherwise designated, no course was classified in more than one category. When course themes potentially matched multiple categories, the predominant theme determined the classification of the course. The total credit hours required in each subcategory across all school psychology doctoral programs were then converted into percentages of total hours required in both assessment and intervention to determine the relative emphasis placed on the subcategories of intervention and assessment. In addition, the percentage of programs requiring course work in each subcategory and the average number of hours they required in that category were computed. To further delineate the types of assessment and intervention course work required across approved doctoral programs, we contrasted program requirements across accrediting/approving organizations: NASP, APA, or NASP/APA.

The question of what programs best reflected the assessment and intervention mandates of IDEA '97 was addressed by calculating course hours in the following areas: direct assessment, direct/indirect assessment, behavioral intervention, cognitive-behavioral intervention, academic intervention, early childhood intervention, family intervention, multicultural intervention, and

assessment/intervention. Early childhood, family, and multicultural intervention were included in this analysis because they were highlighted in IDEA '97 as populations needing greater services. For example, Part C of IDEA '97 placed considerable emphasis on providing "early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided them" (*Individuals with Disabilities Education Act of 1997*, p. 126). Credit hours were added across the designated categories to identify programs best exemplifying course work requirements consistent with IDEA '97 recommendations.

Reliability of Data Classification

To aid in classifying courses and establishing the reliability of the results, we developed definitions of the previously designated assessment and intervention categories/subcategories. Definitions were formulated prior to data collection and modified as the curricular analysis progressed. Detailed descriptions of these definitions are provided in Monville's dissertation (2001) and can be obtained upon request. In addition to the senior author, a second rater (a doctoral student in school psychology) independently classified the course work for a random sample of 25% of the programs, using the definitions for the intervention and assessment subcategories. Interrater agreement was calculated by dividing the total number of credit hours agreed upon by the total number of credit hours agreed upon plus the number of credit hours disagreed upon and then multiplying by 100. Average interrater agreement was 93% for the number of credit hours in the broad categories of assessment and intervention and 81% for subcategories of intervention and/or assessment.

Results

The results of this study are presented first for the composite programs and then for

programs exemplifying the recommendations of IDEA '97. The degree of emphasis given to intervention and assessment in the required curricula of school psychology doctoral programs was determined by combining all 61 programs, regardless of accreditation type. Percentages in Figure 1 refer to the relative emphasis in either assessment, intervention, or the integration of assessment/intervention compared to the three categories combined. Figure 1 shows that intervention courses accounted for 43.1% and assessment courses 37.2% of the required course work in assessment and intervention. Figure 1 also indicates the average number of credit hours required across programs in the three course-work categories. Programs required approximately two more credit hours on the average in intervention than in assessment, a difference significant at the .05 level (paired samples *t* test). Additionally, the 40 programs requiring assessment/intervention courses required an average of approximately 6 credit hours in this combined category.

Table 1 presents the percentages of required course work in all assessment and intervention subcategories across all programs. The predominant intervention subcategories were consultation (29%), psychotherapy/counseling (18%), unspecified/other intervention approaches (16%), and behavioral intervention (12%) courses. In the broad category of assessment, most of the required credit hours (77%) came from courses in indirect methods of assessment. The three most common indirect assessment courses were (a) multiple approaches of indirect assessment (26%); (b) assessment of intelligence (22%); and (c) assessment of personality, behavior and/or emotional disorders (19%). Courses providing instruction primarily in direct assessment (7%) or in both indirect and direct methods of assessment (10%) constituted a small percentage of the required assessment course work.

The percentage of programs requiring course work in each of the assessment and

intervention subcategories, as well as the average amount of course hours required per program in each subcategory, are presented in Table 2. Virtually all programs either required courses in indirect assessment (92%–an average of 9.2 semester hours per program) or included indirect assessment in combined indirect/direct assessment courses (28%–an average of 5.1 semester hours), whereas only 15% of the programs required courses in direct assessment (average of 4.1 semester hours). Courses dealing strictly with intelligence testing represented the most widely required indirect assessment courses (required by 64% of the programs). With respect to intervention, 89% of the programs required course work in consultation (an average of 4.2 semester hours per program). Intervention courses in psychotherapy/counseling, behavioral, or unspecified approaches also were required by close to half of the programs. Although not included in Table 2, approximately 66% of the programs required course work that combines assessment and intervention, with an average of 5.88 credit hours per program in the combined areas (see Figure 1).

We used several one-way ANOVAs to compare categories of approved programs with respect to assessment and/or intervention course work requirements. The three categories (APA, NASP, and APA/NASP) of approved programs were compared for required course work in assessment, intervention, assessment combined with intervention, and the subcategories of assessment and intervention. No significant differences ($p < .05$) emerged among approval types with respect to any of these comparisons.

After constructing a synthesis of required course work in assessment and intervention across all programs, we then identified the specific programs requiring the greatest number of assessment and intervention course hours consistent with the mandates of IDEA '97 (see Table 3). With regard to total credit hours required across the selected IDEA '97 assessment and

intervention categories, the University of Nebraska, Lincoln and the University of Cincinnati required the highest number of credit hours. Although both of these programs required several courses that integrate assessment and intervention, they also required courses in a number of additional IDEA '97 categories. Temple University had the highest credit requirements in the integrated assessment/intervention category, but the University of Texas and Arizona State University also required several integrated assessment/intervention courses. Other benchmark assessment and intervention requirements include the following: the University of Oregon required the highest number of hours in direct assessment; both the University of North Carolina at Chapel Hill and the University of South Florida required several courses integrating direct and indirect assessment; and the University of North Carolina also required the greatest number of credit hours in behavioral intervention.

Discussion

Ideally, assessment and intervention would be inextricably linked in school psychology courses. The utility of an assessment strategy hinges on its implications for designing interventions; conversely, assessment data always are essential in evaluating intervention strategies. Nonetheless, the required assessment and intervention courses typically emphasize one domain or the other, with only about 20% of the courses having balanced coverage of the two areas. Assessment and intervention issues can be addressed in a variety of course configurations, but they are not consistently linked in doctoral-level school psychology course work.

The Status of Assessment Training in Approved School Psychology Doctoral Programs

Several authors have expressed concern that school professionals are not adequately trained in direct assessment methods (Drasgow et al., 1999; Hendrickson et al., 1999). The current study confirmed a much greater emphasis on indirect methods of assessment (such as IQ

testing and other norm-referenced instruments) than direct assessment methods (such as curriculum-based assessment and functional behavior assessment). The study revealed that 9 programs require courses in direct assessment, 5 programs feature specific direct assessment approaches (e.g., behavioral assessment, curriculum-based assessment, and functional behavior assessment) in combined indirect/direct assessment courses, and 13 programs include training in direct assessment linked to the design of interventions in combined assessment/intervention courses. In all, 23 programs (38% of the total approved programs) require course work that incorporates training in direct assessment.

The Status of Intervention Training in Approved School Psychology Doctoral Programs

Overall, training programs claimed slightly more required credit hours of intervention than assessment course work, but the degree of emphasis in particular areas of intervention (e.g., counseling, behavioral, and family) varied considerably across programs. Consultation was the most common type of intervention course work required. In fact, some programs' only intervention requirement was one consultation course. In addition to the specific categories of intervention courses enumerated in the Results section, 66% of APA- and/or NASP-approved programs require intervention courses that provide instruction in multiple and/or unspecified interventions.

A small number of school psychology programs emphasize a specific area of intervention, presumably promoting a deeper level of expertise in that domain. For example, Indiana University of Pennsylvania requires a minimum of nine credit hours in family intervention; the University of North Carolina at Chapel Hill requires a minimum of nine credit hours in behavioral interventions; and several programs require a minimum of nine credit hours in counseling/psychotherapy: Kent State University, Oklahoma State University, University of

Iowa, University of Maryland, and the University of Missouri-Columbia. Although some programs require intervention courses outside the school psychology program, a few programs require a sequence of intervention courses within the school psychology area (e.g., Psychoeducational Interventions with Children and Adolescents I, II, and III at the University of Missouri-Columbia).

Assessment Linked to Intervention in Approved School Psychology Doctoral Programs

Reschly's (2000) recent article in the *School Psychology Review* speculated that assessment of students with disabilities "appear to be changing in the direction of less emphasis on assessment of general cognitive or intellectual functioning accompanied by more emphasis on functional assessment for the purposes of intervention design, implementation, and evaluation" (p. 513). The provisions set forth in the IDEA Amendments of 1997 mandating the use of assessment directly linked to intervention and instructional goals mean that school psychologists must have training in methods of direct assessment that are readily linked to the design of interventions. Consistent with IDEA's directives, Swerdlik and French's (2000) recent exposition on future trends in school psychology programs predicted an increasing emphasis on linking assessment and intervention. The current findings revealed that two-thirds of the approved doctoral programs offered integrated assessment/intervention course work, with some programs (such as Indiana State, Temple, Nebraska-Lincoln, and Texas) offering at least a third of their assessment and intervention training on an integrated basis.

Broad Implications for School Psychology Doctoral Programs

School psychology training programs could profit from requiring a greater variety of intervention and/or assessment courses. For example, IDEA '97 specifies that school psychologists should be knowledgeable about assessment and intervention with the multicultural,

early childhood, and family populations. The Alfonso et al. (2000) study on cognitive assessment courses in accredited school psychology programs concluded that programs were not adequately preparing their students to assess young children and culturally and linguistically diverse children. Unfortunately, a relatively small number of accredited school psychology programs require training in assessment and intervention with these populations: 10 university programs require course work incorporating multicultural assessment or intervention; 7 require course work featuring preschool/early childhood assessment and/or intervention; and 12 programs require at least one course in family intervention.

A kindred curricular deficit is required course work addressing direct academic assessment and academic intervention. Given that over half of the students receiving special education services are classified as having a learning disability (Reschly & Ysseldyke, 1995), one would expect a substantial emphasis on direct academic assessment and intervention within training programs. However, only three programs require course work in direct academic assessment and 8 programs require course work in academic interventions, with no program requiring more than one course in the latter area. Most importantly, only six programs require courses linking direct academic assessment and intervention. The academic intervention highlighted in required course work appears not to emphasize direct instruction as an intervention strategy. In fact, none of the course descriptions mention direct instruction or an equivalent term.

Required assessment and intervention course work do not differ significantly by type of program approval. Although using somewhat different language in articulating their programmatic guidelines, both APA and NASP emphasize the linkage of assessment to intervention. Not surprisingly, programs approved by these two associations appear more similar

than different in their assessment and intervention requirements.

Limitations and Future Directions

The results of this study are limited to APA- and/or NASP-approved school psychology doctoral programs and do not reflect required assessment and intervention course work in non-accredited and/or Masters or Educational Specialist (Ed.S.) level school psychology programs. Because only required courses were analyzed, the current study likewise does not address assessment and intervention course work that students may take on an elective basis.

With respect to the classification of required courses, our system of categorizing courses as primarily assessment, primarily intervention, or balanced assessment/intervention did not identify all possible linkages between assessment and intervention course work. For example, we classified consultation courses as intervention-related, although many of these courses also incorporate some analysis of assessment strategies. Assessment and intervention content can be linked in at least three other ways not targeted in the current study: (a) courses emphasizing either assessment or intervention may also give some consideration to the other domain; (b) related assessment and intervention courses may be taken concurrently; and (c) related assessment and intervention courses may be taken sequentially.

Another potential limitation relates to the use of program web sites as the primary source of information about required courses. Although counter to APA guidelines on public disclosure, the actual content of courses required by the various programs may differ somewhat from published course descriptions. School psychology doctoral programs should follow the recommendations of the Trainor and Dean (2001) study in updating information of a weekly or monthly basis. Certainly, any curricular change in the program should promptly be noted on the program web site.

Because program curricula continue to evolve, the current study simply provides a snapshot of curricular requirements in the assessment and intervention areas at the beginning of the new millennium. Given that the study is a first attempt to determine required assessment and intervention courses in approved school psychology doctoral programs, it provides a baseline for longitudinally tracking these curricular areas across the coming years. Although one would expect negligible changes in these requirements from one year to the next, legislative enactments, changes in accreditation guidelines, and an accumulation of related research may produce substantial changes over five- and ten-year periods. Thus, a followup of the current study in another 5 to 10 years would indicate how approved doctoral training in school psychology has changed in these important curricular areas and whether programs currently emphasizing cou[illegible] related to IDEA '97 recommendations sustain those emphases.

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This manuscript is based on Amanda Monville's dissertation. Detailed listings of assessment and intervention course work for all accredited doctoral programs can be found in her dissertation. Readers interested in examining the details of the study may request a copy of the dissertation from the University of Tennessee Library through inter-library loan.

Figure Caption

Figure 1. *Percentage and average amount of required assessment and intervention course hours in all NASP- and/or APA-approved doctoral programs requiring course work in the designated categories.*

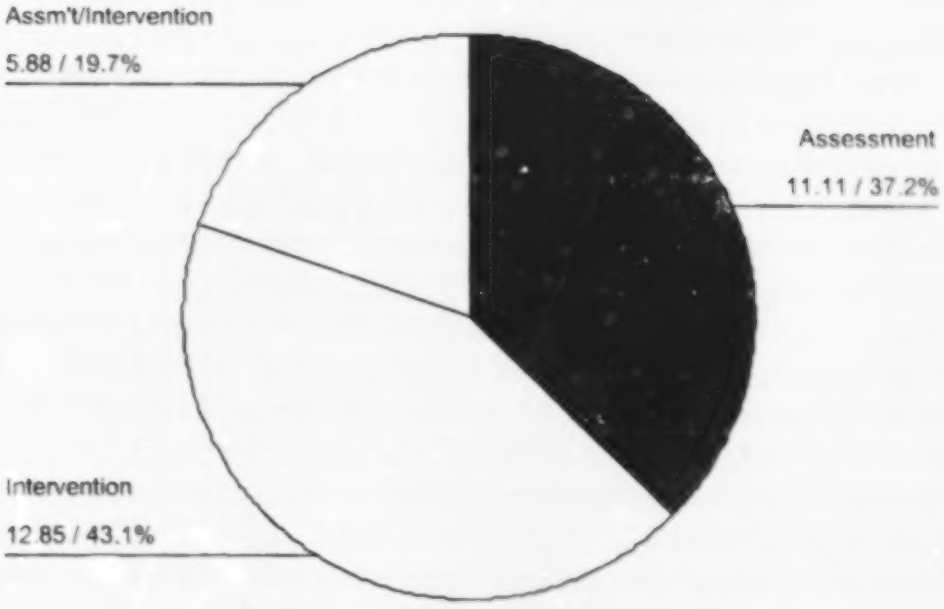
Assm't/Intervention
5.88 / 19.7%
Assessment
11.11 / 37.2%
Intervention
12.85 / 43.1%

Table 1

Percentages of Required Course Work in Assessment and Intervention Subcategories Across All Programs

Assessment categories	Intervention categories
Indirect methods (77%)	Consultation (29%)
Multiple approaches (26%)	Psychotherapy/counseling (18%)
Intelligence (22%)	Unspecified/other approaches (16%)
Personality, behavior, and/or emotional (19%)	Behavioral (12%)
	Multiple approaches (9%)
Neuropsychological (4%)	Family (6%)
Unspecified domains (3%)	Cognitive-behavioral (4%)
Academic (2%)	Academic (3%)
Multicultural (1%)	Multicultural (2%)
Direct methods (7%)	Early childhood (1%)
Combined indirect and direct methods (10%)	Psychodynamic/psychoanalytic (1%)
Early childhood (1%)[a]	
Unspecified types of assessment (6%)	

[a]The 1% for Early childhood is subsumed in the 10% for Combined indirect and direct methods.

Table 2

Percentage and Number of Programs Requiring Different Types of Assessment and Intervention Courses and the Average Credit Hours Required Per Program in Each Subcategory

Assessment categories	Intervention categories
Indirect methods (92%) (56 prg.) (9.2 h.)	Consultation (89%) (54 prg.) (4.2 h.)
Multiple approaches (54%) (33 prg.) (5.3 h)	Psychotherapy/counseling (49%) (30 prg.)
Intelligence (64%) (39 prg.) (3.8 h.)	(4.7 h.)
Personality, behavior, and/or emotional	Unspecified approaches (46%) (28 prg.)
(52%) (32 prg.) (4 h.)	(4.3 h.)
Neuropsychological (13%) (8 prg.) (3 h.)	Behavioral (44%) (27 prg.) (3.5 h.)
Unspecified domains (10%) (6 prg.)	Multiple approaches (25%) (15 prg.) (4.5 h.)
(3.2 h.)	Family (20%) (12 prg.) (3.7 h.)
Academic (5%) (3 prg.) (4 h.)	Cognitive-behavioral (18%) (11 prg.) (3.2 h.)
Multicultural (5%) (3 prg.) (3 h.)	Academic (13%) (8 prg.) (3 h.)
Direct methods (15%) (9 prg.) (4.1 h.)	Multicultural (10%) (6 prg.) (3 h.)
Combined indirect and direct methods (28%)	Early childhood (3%) (2 prg.) (3 h.)
(17 prg.) (5.1 h.)	Psychodynamic/psychoanalytic (3%) (2 prg.)
Early childhood (3%) (2 prg.) (3.5 h.)[a]	(4.5)
Unspecified types of assessment (16%) (10	
prg.) (4 h.)	

Note. The percentage of programs requiring courses in a subcategory is indicated in the first set of parentheses; the number of programs (prg.) requiring courses in a subcategory is specified in the second set of parentheses; and the average number of credit hours (h.) required by the selected programs appears in the third set of parentheses following each category designation.

[a] The Early childhood assessment coverage is nested within the Combined indirect and direct methods category.

Table 3

Programs Reflecting IDEA '97 Recommendations Relative to Assessment and Intervention Course Hour Requirements

Program	Assessment		Intervention						A/I[a]	Total
	Dir[b]	Dir/Ind[c]	Beh[d]	CogB[e]	Aca[f]	Fam[g]	MC[h]	EC[i]		
Nebraska-Lin[j]		4	3	3					16	26
Cincinnati		3	3		3	3			12	24
Temple									19	19
NC Chapel Hill[k]		9	9							18
Northern Ariz[l]			3			3	3	3	6	18
Oregon 12		3		3						18
Texas				3		3			12	18
Indiana	5	3							9	17
Arizona State			3						12	15
Hofstra (Ph.D.)[m]			6	3		3			3	15
Indiana Penn[n]					3	9			3	15
NC State[o]						6			9	15
Pace				3		3			9	15
South Florida		10		4						14
Western Mich[p]	3	1	4		3				3	14

Note. All numbers represent semester credit hours.

[a]A/I = Assessment/Intervention. [b]Dir = direct. [c]Dir/Ind = direct/indirect. [d]Beh = behavioral. [e]CogB = cognitive/behavioral. [f]Aca = academic. [g]Fam = family. [h]MC = multicultural.[i]EC = Early Childhood. [j]Nebraska-Lin = University of Nebraska Lincoln, [k]NC Chapel Hill = University of North Carolina at Chapel Hill, [l]Northern Ariz = University of Northern Arizona. [m]Hofstra (Ph.D.) = Ph.D. track in Hofstra's program. [n]Indiana Penn = Indiana University of Pennsylvania. [o]NC State = North Carolina State University, [p]Western Mich = Western Michigan University.

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